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ABSTRACT

In late 1981 and early 1982, a total of 775 public secondary school librarians, 507 elementary school librarians, and 324 public librarians in Minnesota were sent questionnaires asking about instances of censorship in their institutions from 1979 to 1981, and about their library selection and reevaluation policies. Response rates of 29 to 32% were obtained. Survey results indicated that 37% of the secondary school librarians, 52% of the elementary school librarians, and 43% of the public librarians reported challenges to library resources. Librarians also reported that 36% of the challenged resources in secondary schools, 33% in elementary schools, and 9% in public libraries were removed or restricted. Most respondents reported having written school board or officially adopted selection or reevaluation procedures for library materials, but less than half of the librarians said that they followed the policies fully. Parents were the largest sources of challenges, while books were the most frequently challenged resource in all libraries. Reasons given for challenges by all three groups of respondents were primarily obscenity, morality, and profanity. Survey report appendices include sample questionnaires, a partial list of challenged titles, and a table comparing survey results from the three groups of respondents. (ESR)

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A REPORT OF A SURVEY ON CENSORSHIP IN PUBLIC ELEMENTARY AND HIGH SCHOOL LIBRARIES AND PUBLIC LIBRARIES IN MINNESOTA

by

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Minnesota Civil Liberties Union
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Minneapolis, Minnesota 55414

February, 1983

FOREWORD

The original idea and basic planning for the Minnesota Civil Liberties Union (MCLU) survey of censorship in Minnesota public high school libraries came from the imaginative mind of Bill Stoeri, a Yale Law School intern with the MCLU during the fall semester of 1981. James Lee, then the MCLU legal counsel, and Matthew Stark, Executive Director, developed the idea and with the advice of Marylouise Koerber, Helen Rudie, and Fran McDonald expanded the survey to also include public elementary school libraries as well as public libraries in Minnesota.

Although only 29 to 32 percent of the librarians to whom the questionnaire were sent responded, the results were startling and edifying. We were delighted with the paucity of complaints concerning the collections in public libraries but were shocked with the extent and amount of censorship in public high school and elementary school libraries.

It is hoped that this report will alert the news media, librarians, teachers, and concerned citizens to the awesomeness of the extent of censorship in Minnesota. Access by teachers, students, and the public to the fullest range of ideas can only be assured when those closest to censorship activities make public and broadly known the threats to censor and the actual censorship practices in our public schools and public libraries. Hopefully an alerted citizenry will be better able to cope with and to resist efforts to censor educational resources in our public schools and to limit material available to patrons of our public libraries.

Once again, the admonition that eternal vigilance is the price of liberty needs to be followed. Censorship in our public schools and libraries is a threat not only to our constitutional rights but also, in the long run, to the very existence of our democratic society.

The MCLU is appreciative of the donated printing of this booklet by the Playboy Foundation.

Matthew Stark
Executive Director
Minnesota Civil Liberties Union
February 8, 1983

In recent years censorship attempts have received extensive press coverage both locally and nationally. Censorship has been discussed in the Saturday Review, Time, Newsweek, Kiwanis, and other popular periodicals as well as in professional publications.[1]

Although there has been an awareness of censorship attempts in Minnesota, and a few cases have received widespread publicity--The Lottery in Forest Lake and Of Mice and Men in Sauk Rapids--no formal attempt had been made recently to survey librarians to determine the extent of the threat or to determine the results of censorship attempts.

A 1981 report of a national survey by the American Library Association, Association of American Publishers, Association for Supervision and Curriculum Development indicated that censorship attempts occur in all areas of the country and in all sizes of communities.[2] From a period when such attempts were kept secret and disposed of quietly, the time has come when censorship attempts are announced in advance, encouraged by the publication of "hit lists" of resources for parents and other citizens, and widely publicized in the national media. Censorship in Minnesota has been encouraged by such groups as Young Parents Alert, Parents of Minnesota, and Stop Textbook Censorship Now of the Eagle Forum. These groups are representatives of an organized effort, both statewide and nationally, to monitor the educational resources used in schools.

This survey undertaken by the Minnesota Civil Liberties Union was an attempt to determine the extent of the challenges to educational resources used in Minnesota public schools and public libraries and to determine what happens to a resource in the school or library when a challenge occurs. This report is the result of October, 1981 and February, 1982 surveys mailed to 775 public secondary school librarians, 507 elementary school librarians, and 324 public librarians in Minnesota.

All libraries, large and small, are potential targets of the censor. Most libraries have developed selection policies and many of these have been adopted by local public school boards and library boards. But having a policy does not assure that access to information will be preserved. In fact, this report shows that even when policies exist, they are frequently not followed! Most alarming, in public schools, one-third of the attacks on educational resources resulted in the removal or restriction of the challenged books, magazines, or films.

Although censorship attempts in Minnesota public libraries have not been the object of widespread publicity, it was assumed that pressures on local public libraries might also exist. To determine the extent of censorship in public libraries, a survey was mailed to 324 public librarians in Minnesota. The results show that public libraries also are the target of the censor but that fewer of these attempts result in the removal of the books or magazines than in the public schools.

Further, the survey was undertaken to determine whether the national publicity reflected actual fact in Minnesota and to provide a data base to determine increases and decreases in the number of complaints and challenges in the future.

This report is presented in an attempt to alert the public to the increasing threat to public school education which exists when students have

their right of access to information limited by those who would seek to remove books from school libraries and the threat to citizen access to information when books and magazines are removed from public libraries.

The right of citizens to challenge the choice of educational resources used in public schools is not questioned. This is basic in a democracy. But what is questioned is the removal of resources in schools and libraries for reasons which are neither educationally nor constitutionally sound.

Chapter 2 QUESTIONNAIRES

Questionnaires were sent first to public secondary school librarians in October, 1981 and in January, 1982 to public elementary school librarians and public librarians. Questions on the survey were designed to determine: 1) how many instances of censorship had occurred in Minnesota public libraries during the two-year reporting period (1979-1981); 2) who initiated the challenge; 3) what resources were the objects of challenges; 4) the reasons for challenges; and 5) the final result of the challenge.

Librarians were also asked to respond to questions about 1) policies related to the selection and reevaluation of books, magazines, and films, 2) who participated in the development of these policies, 3) whether the policies were adopted by the governing board of the library, and 4) whether the policy was followed during the handling of a challenge. (Copies of the survey forms are reprinted in Appendix A.)

Questionnaires were sent to: a. 775 public secondary school librarians in October, 1981. 244 secondary librarians responded. b. 507 elementary school librarians in February, 1982. 149 elementary librarians responded. c. 324 public librarians in February, 1982. 100 public librarians responded.

RESULTS

Although survey responses were reasonable for a single questionnaire of this type (31.48 percent from secondary librarians, 29.39 percent from elementary librarians, and 32.4 percent from public librarians), the results should be viewed with the knowledge that the librarians responding to the survey might not be representative of all librarians in Minnesota. That is, the librarians who responded to the survey may have had more or less censorship challenges than the nonrespondent librarians.

Responses to the three surveys are discussed in separate Chapters (3, 4, and 5). (A comparison of the results appears in Appendix C.)

FINDINGS

Survey results indicate that:

1. Challenges to resources are occurring at an alarming rate in Minnesota public school libraries and public libraries. 90 or 36.88 percent of the 244 secondary school librarians and 70 or 52.35 percent of the 149 elementary school librarians responding to the survey reported challenges to library resources. 43 or 43 percent of the 100 public librarians reported challenges to library resources.

2. 36 or 36 percent of the 100 resources commented on as challenged in secondary schools were removed or restricted.

3. 28 or 33 percent of the 85 resources commented on as challenged in elementary schools were removed or restricted.

4. 4 or 9 percent of the 46 resources commented on as challenged in public libraries were removed or restricted.

5. Most school districts in Minnesota have written school board reevaluation procedures. 92 percent of the secondary school librarians and 91 percent of the elementary school librarians reported having such procedures.

6. 89.41 percent of the public librarians reported having officially adopted reevaluation procedures.

7. Having a policy does not mean it will be followed. For example, 41 of 100 secondary librarians reported following reevaluation policies fully, 34 of 85 elementary librarians reported following the reevaluation policy fully, and 22 of 46 public librarians reported following the reevaluation policy fully in dealing with challenged resources.

8. Both school and public librarians in Minnesota reported that the rate of challenges to resources had neither increased nor decreased over the two-year reporting period.

Chapter 3 REPORT OF THE SECONDARY SCHOOL SURVEY

A survey to determine the extent and results of challenges to library resources in Minnesota public secondary schools was mailed to 775 public middle, junior, and senior high school librarians in October, 1981. 244 of the persons or 31.48 percent responded to the survey. 90 or 36.88 percent reported one or more challenges to resources during the period from September, 1979 to the fall of 1981. These 90 librarians reported 186 challenges or an average of 2.06 for each school. (Numbers throughout this report are not the same since all respondents did not answer every question and some questions permitted multiple responses. The results are reported in percentages of responses not percentages of total respondents.)

SELECTION POLICIES

Contrary to the belief commonly held by school librarians that most school districts in Minnesota[3] do not have written selection policies adopted by the school board, 92.62 percent of the respondents reported having written selection policies. 197 or 87.17 percent were reported as having been adopted by the school board of the district. Although 23 respondents reported no written policy, 5 indicated there was an unwritten policy. Apparently, the librarians in these five districts had at least a mental policy and the school district has some procedure, if informal and unwritten, to use when challenges are received.

Respondents reported that policies were developed as a cooperative effort primarily by school personnel. In school districts with written policies, 92 percent reported that librarains or media specialists were involved in writing the policy. 46 of the responding librarians reported having developed the policies on their own. Although the number is small, 27 respondents reported that parents, students, and other community members were involved in writing the policy.

Persons involved in policy development:

	Written	Unwritten	Total	%
Librarian/media specialist	203	5	208	92.03
Other Administrator	125	1	126	55.75
Principal	82	2	83	36.72
School Board	75	0	75	33.18
Teacher	60	0	60	26.54
Parent	22	0	22	9.73
Student	4	0	4	1.76
Other	1	0	1	.44

DECISIONS ABOUT CHALLENGED RESOURCES

Involvement in decisions about the disposition of challenged resource includes community persons as well as school personnel. Librarians represent the largest group involved in decision making (215 or 95.13 percent). Principals and other administrators are also frequently involved in decisions about resources.

Decisions about disposition of resource:

	Involved	%	Final	%
Librarian/media specialist	215	95.13	60	22.12
Principal	201	88.94	41	18.14
Other Administrator	167	73.89	53	23.45
Parent	135	59.73	16	7.08
School Board	129	57.05	137	60.62
Student	74	32.74	11	4.87
Teachers	50	22.12	28	12.39
Other	39	17.26.	11	4.87
No answer	2	.88	2	.88
Not designated in policy	0	.00	9	3.98

Final decisions about the disposition of the challenged resources are made by the school board in the majority of the districts (60.62 percent).

RESOURCES CHALLENGED

Books were by far the most frequent resource reported challenged (87 or 87.77 percent) with films receiving 3 challenges and periodicals 2. (Librarians were asked to respond to a series of questions about the most significant challenge or the most recent challenge. Some respondents reported more than one challenge, others did not provide titles, and still others did not answer every question about these reported challenges. Numbers, then, are reported in percentages of responses to that question.)

Book	87	87.88%
Film	3	3.03
Magazine	2	2.02
Other*	7	7.07
	99	100.00%

*Pamphlet (2), poster collection, play, family life curriculum, Great Books program, textbook.

REASONS FOR CHALLENGES

The greatest number of resources were challenged for reasons of morality (39), profanity (34), and obscenity (31).

Reasons for challenges:

Morality	39	Defiance of Authority	5
Profanity	34	Abortion	4
Obscenity	31	Homosexuality	4
Immaturity of users	19	Inaccuracy	4
Human Reproduction	13	Anti-American	3
Witchcraft	12	Politics/political theory	2
Nudity	10	Racism	2
Religion	9	War	1
Drugs	8	Evolution	0
Violence	6	Other*	12
Sexism	5		

*Inappropriate for junior high, masturbation (2), proper noun "stupid" as a surname, didn't use their book, unclean, damaging to psyche, humanistic, single parent, used materials potentially explosive, not enough books on religion - too many on astrology, ghosts, erection, sex, mention of drinking, no reason to be used in school, occult, sex "frank" discussion, illustrated fantasizing of crude thoughts.

SOURCES OF THE CHALLENGES

The largest number of challenges to resources as reported came from parents (76.6 percent).

Challenge from:	Number	%
Parent	72	76.60
Student	5	5.32
Teacher	5	5.32
Administrator	4	4.25
Group*	4	4.25
Other**	3	3.19
School Board member	1	1.06
Librarian/media specialist	0	.00
TOTAL	94	99.99***

*Christian Action Council, Moral Majority, Young Parents Alert, Parents, and minister.

**Chiropractor, pastor, custodian.

***Some respondents reported challenges from more than one source.

Although the questionnaires indicated that a challenge could come from any source, librarians apparently did not view their decisions to remove resources as challenges although challenges were reported as coming from members of every other group listed. From the written comments on the questionnaires, librarians do challenge and at times remove materials. (See Comments, below and on page 10.)

RESULTS OF THE CHALLENGES

Fifty of the 100 challenged resources commented on were retained while 36 were removed or restricted. Five cases were pending at the time of the survey.

Result of challenge and extent of following policy:

	Retained	Restricted	Removed	Other	Pending	N.A.	Total
Fully	26	2	10	1	2	0	41
Quite a bit	6	0	3	0	1	0	10
Some	3	2	4	0	1	1	11
Minimally	5	1	2	0	1	0	9
Not at all	3	3	2	0	0	0	8
No policy	3	3	1	0	0	0	7
No answer	4	0	3	1	0	6	14
TOTAL	50	11	25	2**	5	7	100

(Number and Percentage)

**Play cancelled, Parent kept book.

Only 41 respondents reported following the policy fully. However, it should be noted that some respondents apparently interpreted following the policy "fully" as completing every step outlined in the policy. A policy is being followed even if a resolution occurs before the completion of all steps. These results, then, should be viewed with some caution.

RATE OF CHALLENGES

Of those responding to the question, more than three-quarters indicated that the number of challenges during the two-year reporting period had remained the same.

Increased	13	12.15%
Same	84	78.5
Decreased	10	9.35
	107	100.00%

COMMENTS

The results of the survey illustrate in a graphic manner the extent of school library censorship in Minnesota. However, attitudes about censorship and the climate of fear created by the threat of censorship are more clearly illustrated by the comments of the respondents.

Fear and willingness to capitulate without formal procedures are illustrated in these remarks by secondary librarians:

> There seems to be an increasing pressure from administrators to steer away from potentially volatile situations, and consequently,

an increasing frequency of instances of self-censorship.

> I asked the District Chairperson...and she said 'Lose it.'
>
> I have had two different school principals order me to remove... (MS and Rolling Stone)...I removed them to avoid being insubordinate.

This fear often results in extreme caution in selecting resources and comments from respondents indicate that pressures and fear frequently govern the choice of resources rather than the educational needs of students.

> My policy has been to keep everything low key...the superintendent has expressed that I keep the community in mind with book ordering.
>
> We are somewhat selective in our choice of library resources.

Although the value of policies and procedures was acknowledged by many respondents, others revealed that the policy is not considered applicable to all school personnel.

> A selection policy is very important. In our case, I felt that without the policy, the books would have been removed from the shelves at once.
>
> He (principal) has told me that if he finds something not fit for his three children, he will simply take the book and destroy it, selection policy or no selection policy.

SUMMARY

244 of 31.48 percent of the librarians who were sent the questionnaire responded. 90 or 36.88 percent reported one or more resources challenged during the two-year reporting period. Of the 100 cases reported by these librarians, 50 items were retained, 25 items were removed, and 11 items were restricted.

92.62 percent reported having selection policies and procedures and of these, 197 were reported as having been adopted by the local school board. In 41 of the cases reported, these policies were followed fully and 26 resources were retained.

Among the titles removed were Forever by Judy Blume, Go Ask Alice, A Hero Ain't Nothin But a Sandwich by Alice Childress, and Kramer v. Kramer by Avery Korman

Chapter 4 REPORT OF THE ELEMENTARY SCHOOL SURVEY

A survey to determine the extent and results of challenges to library resources in Minnesota public elementary schools was mailed to 507 elementary librarians in February, 1982. 149 librarians or 29.39 percent returned completed surveys. 78 or 52.35 percent of the responding librarians reported one or more challenges to resources during the period from September, 1979 to the fall of 1981. 160 resources were reported chal - lenged or an average of 2.05 for each school. (Numbers throughout this report are not the same since all respondents did not answer every

question and some questions permitted multiple responses. The results are reported in percentages of responses not percentages of total respondents.)

SELECTION POLICIES

137 (91.47 percent) of the librarians reported having selection policies and reevaluation procedures. Of these, 136 are written and 120 (87.59 percent) are reported as being school board adopted. 12 librarians or 8.05 percent reported having no selection policy. These figures are similar to the results obtained in the survey of secondary school librarians. In each case, a number of librarians reported being uncertain whether the policy had been school board adopted. (Elementary - 7 or 5.1 percent and Secondary - 9 or 3.98 percent.)

POLICY DEVLOPMENT

117 librarians reported participating in the development of the selection policies. 50 principals and 83 other administrators were identified as participating and 19 librarians reported that parents helped to develop the policies.

Policy developed by:	Librarian/media specialist	117	95.4 %
	Other Administrator	83	60.58%
	Principal	50	36.49%
	School Board	47	34.3 %
	Teacher	23	16.79%
	Parent	19	13.87%
	Student	3	2.19%
	Other	7	5.1 %

DECISIONS ABOUT CHALLENGED RESOURCES

Principals (90.51 percent) and librarians (89.78 percent) represent the largest groups of individuals involved in making decisions about challenged resources. Teachers (67.15 percent), parents (64.23 percent), and other administrators (63.5 percent) are the other groups involved in making decisions in over half the responses.

Decisions about disposition of resource:

	Involved	%	Final	%
Principal	124	90.51	31	22.63
Librarian	123	89.78	35	25.55
Teacher	92	76.15	22	16.05
Parent	88	64.23	13	9.49
Other Administrator	67	63.5	35	25.55
School Board	65	47.44	62	45.25
Student	29	21.17	4	2.92
Other	13	9.49	18	13.14

RESOURCES CHALLENGED

78 or 52.35 percent of the elementary school librarians reported resources having been challenged during the two-year reporting period. These librarians reported 160 items or 2.05 per reporting school had been challenged. 73 or 53.28 percent of the librarians with written selection

policies reported challenges and 5 or 41.67 percent of the librarians reporting no selection policy reported resources challenged. (Librarians were asked to respond to a series of questions about the most significant challenge or the most recent challenge. Some respondents reported more than one challenge, others did not provide titles, and still others did not answer every question about these reported challenges. Numbers, then, are reported in percentages of responses to that question.)

TYPE OF RESOURCE

72 books (86.75 percent) were reported challenged followed by 3 films, 4 magazines, and 4 other items.

Book	72	86.75%
Film	3	3.61
Magazine	4	4.82
Other*	4	4.82
	83	100.00%

*Textbook, curriculum, kit, sex curriculum.

REASONS FOR CHALLENGES

Immaturity of users (21) was most frequently given as the reason for a challenge with morality (19) and profanity (19) following closely. Other reasons given were:

Immaturity of users	21	Defiance of Authority	5
Morality	19	Sexism	5
Profanity	19	Racism	4
Violence	13	Anti-American	2
Witchcraft	13	War	2
Obscenity	12	Drugs	1
Human Reproduction	10	Evolution	1
Nudity	10	Politics/political theory	1
Religion	10	Other*	12

*Masturbation, use of S.O.B., ...to teach kids how to be mean to each other, grandpa poured one social drink, 2!!! XXX@ - was used in this book, population control, global community, values relative (values clarification), language usage (not obscenity), anti-hunting, suggestive party games, anti-Christian, poor taste, nonconventional Santa drinking and using toilet, way in which a religious holiday was humorously treated. (Some responses included more than one reason.)

SOURCE OF THE CHALLENGE

91 percent of the challenges to elementary school library resources came from parents and 10 (12.82 percent) came from the teachers.

Parent	71	79.76%
Teacher	10	11.24
Administrator	5	5.62
School Board member	1	1.12
Student	1	1.12
Other*	1	1.12
TOTAL	89	99.98%

*Secretary

RESULT OF CHALLENGE AND EXTENT OF FOLLOWING POLICY

52 (61.18 percent) of the respondents reported retaining the resources. 34 of the respondents reported following the policy fully. Respondents illustrated some confusion about the meaning of following the policy fully. Apparently some interpreted that to mean completing all the steps although the policy is being followed fully even if the challenge is withdrawn before all the steps have been completed.

Result and extent of following policy:

	Retained	Restricted	Removed	Other	N.A.	Total
Fully	26	1	6	0	1	34
Quite a bit	7	3	2	3*	0	15
Some	7	2	0	0	0	9
Minimally	5	0	4	0	0	9
Not at all	1	1	5	0	0	7
No Policy	4	0	4	0	0	8
No answer	2	0	0	0	1	3
	52	7	21	3	2	85
	61.18%	8.23%	24.7%	3.53%	2.35%	99.99%

*In process - 2, Reclassified - 1

RATE OF CHALLENGES

68.96 percent of the respondents to the question reported that the rate of challenges had remained the same over the two-year reporting period.

Increased	11	12.64%
Same	60	68.96%
Decreased	16	18.39%

COMMENTS

Elementary school librarians reflected the views of the secondary school librarians in their comments with one respondent reporting the action of an administrator.

> When the parents made the complaints - the principal simply ordered the books removed from the shelves.

The threat of censorship has made at least one librarian aware of the potential of self-censorship.

> Since I might naturally be influenced by complaints in the past, I try to avoid censoring controversial books by finding the strength to order them.

Other librarians expressed concern about resources available for purchase.

> We find that too many of the books being written for the lower grades have several problems. As a librarian I realize the world has many problems, but to put into graphic, obscenity [sic] language story after story, year after year, because the publishers want to cash in on sensationalism is appalling!

SUMMARY

149 public elementary school librarians or 29.39 percent responded to the survey. These librarians reported 160 resources challenged during the two-year reporting period. 78 or 52.35 percent reported one or more challenges.

136 librarians reported having written selection policies, of which 120 were reported as being school board adopted. 34 librarians reported following the policy fully in handling the challenge.

Of the 85 resources challenged, 52 or 61.18 percent were retained, 7 were restricted, and 21 were removed.

Among the titles removed were Are You There God It's Me Margaret and Forever by Judy Blume, Before You Were Born, anonymous, and In The Night Kitchen by Maurice Sendak.

Chapter 5 REPORT OF THE PUBLIC LIBRARY SURVEY

324 surveys were mailed to public librarians in Minnesota. 100 surveys representing 125 public libraries were returned. Two of the completed surveys were from regional library systems which represented 25 individual libraries. The 100 survey responses represent 32.4 percent response rate. Results indicate that public libraries in Minnesota are experiencing a significant rate of challenges to resources. In the public library, the challenged resource is much more likely to be retained than in the public schools. (Numbers throughout this report are not the same since all respondents did not answer every question and some questions permitted multiple responses. The results are reported in percentages of responses not percentages of total respondents.)

SELECTION POLICIES

85 of the public librarians reported having selection policies and reevaluation procedures. Of these, 76 were reported as being Board adopted. 13 librarians reported no selection policies.

Libraries with selection policies	85	Board adopted	76	89.41%
		Not Board adopted	2	2.35%
Libraries without selection policies	13	No answer	5	5.88%
		Other*	2	2.35%
No answer	2		85	99.99%
	100			

*No library board, approved by city official responsible for library.

POLICY DEVELOPMENT

City or county library directors were involved in the development of 40 of the policies with regional system boards and city or county boards involved in the development of 26 and 36 of the policies.

City or County Director	40	47.05%
City or County Board	36	42.35%
Regional System Board	26	30.59%
Regional System Director	19	22.35%
Library Staff Member	19	22.35%
Library Branch Head	6	7.95%
Other (Standard form - 2, ALA -2)	4	4.7 %
No answer	1	1.8 %

DECISION ABOUT CHALLENGES

Decisions about challenges to public library resources involve branch librarians (54), city or county directors (46), city or county boards (33), regional system directors (26), and regional boards (13). As expected, final decisions are made by either boards or directors.

Decisions about disposition of resources:

	Involved	%	Final	%
Branch Librarian	54	63.53	0	0
City or County Director	46	54.12	15	17.64
City or County Board	33	38.82	31	36.47
Regional System Director	26	30.59	15	17.64
Regional Board	13	15.29	20	23.53
User	5	5.88	1	1.17
Staff Committee	4	4.7	4	4.7
City Council	3	3.53	3	3.53
County Commissioner	0	0	0	0
Other	10	11.76	3	3.53
Not designated	1	1.17	5	5.88
Unknown	0	0	2	2.35
No answer	6	7.05	7	8.23

RESOURCES CHALLENGED

43 of the public librarians responding to the survey reported one or more challenges to resources over the two-year reporting period. 149 items or 1.192 per library were reported challenged. 5 librarians reported incomplete or no records. 2 of the librarians reporting challenges reported not having a selection policy and reevaluation procedure. (Librarians were asked to respond to a series of questions about the most significant challenge or the most recent challenge. Some respondents reported more than one challenge, others did not provide titles, and still others did not answer every question about these reported challenges. Numbers, then, are reported in percentages of responses to that question.)

TYPE OF RESOURCE CHALLENGED

86.36 percent of the resources reported challenged were books. One magazine, two newspapers, and one filmstrip were reported challenged. No films, audio, or video tapes were reported challenged.

Book	38	86.36%
Newspaper	2	4.54
Magazine	1	2.27
Other*	1	2.27
No answer	2	4.54
	44	99.98%

*Filmstrip with audio tape

REASONS FOR CHALLENGE

Morality (15), immaturity of users (13), obscenity (12), and profanity (10), were the most frequent reasons reported for challenges.

Morality	15	Defiance of Authority	2
Immaturity of Users	13	Drugs	2
Profanity	12	Homosexuality	2
Violence	10	Human Reproduction	2
Witchcraft	9	Politics/political theory	2
Religion	7	War	1
Sexism	6	Other*	13
Nudity	6	No answer	1
Anti-American	3		

*revenge, language (2), worthless as literature, too conservative, incest, explicit sex (3), Anti-Semitism, personal ads, people searching for sexual companions, slander.

SOURCE OF CHALLENGE

Individuals representing themselves were by far the most frequent sources of challenges to public library resources. One librarian reported initiating a challenge.

Challenge from:

Individual representing self	38	84.44%
Board Member	2	4.44
Individual representing group	2	4.44
Librarian	1	2.22
City Council	0	0
County Commissioner	0	0
Other*	2	4.44
	45	99.98%

*School Principal, Parent

RESULT OF CHALLENGES AND EXTENT OF FOLLOWING POLICY

37 or 80.43 percent of the resources challenges were retained.

Result of challenge and extent of following policy:

	Retained	Restricted	Removed	Other	N.A.	Total
Fully	20	0	0	2	0	22
Quite a bit	4	0	0	1	0	5
Some	3	1	0	0	0	4
Minimally	7	0	1	2	0	10
Not at all	0	0	0	0	0	0
No Policy	2	1	1	1	0	4
No answer	1	0	0	0	0	1
	37	2	2	5*	0	46
	80.43%	4.35%	4.35%	10.87%	0	

*Reclassified (2), book listed in mail-a-book catalog. Agreed to list it as adult not juvenile. Temporary loans (2).

RATE OF CHALLENGE

Of those answering the question, 32 said the rate of challenge had remained the same over the two-year reporting period.

Increased	4
Same	32
Decreased	3

COMMENTS

Public librarians, like school librarians, seemed to be aware of increasing attempts at censorship.

> There is some indication that more people are gaining the courage to object to what is included in our Library's collection, but as yet no one has been willing to carry his or her objections to the Library Board of Trustees in an attempt to have something removed or restricted.

Public librarians illustrated far more courage in their responses to complaints than did the school librarians.

> We encourage negative and positive comments about our materials. Most often the customer needs an outlet for complaint, which we encourage, verbally and after discussion of materials selection policy they seem better aware of our position and more understanding of the fact that ultimately, "the choice of reading material is the customers."

An awareness of the value of a policy and that it will be followed without a doubt was evident in several comments.

> This complaint is typical of the type we get - a patron who reads a copy of some current or popular title and complains about the contents upon returning the book. These challenges are handled informally between librarian and patron to help maintain (hopefully) good community relations. It seems to work well for us, and when needed, our written policy is available for us to follow in case of a more tenacious or pernicious attack.

> Main type of complaint is verbal usually involving an adult responding to a juvenile title which in their estimation has too much sex or sexual language. However, with discussion no one has followed through with formal complaints.

The survey generated some responses indicating that policies and procedures would be reviewed.

> I do appreciate your questionnaire. It has pointed out a few things that we do need to get settled in the region on challenges.

> Your survey did stimulate a review of our policy and procedure and our Board has just adopted a slightly revised procedure for handling complaints.

125 public librarians were represented in the 100 responses to the survey mailed to 324 librarians. The response rate was 32.4 percent.

76 of the librarians reported having officially adopted selection policies. Only 22 reported following the policy fully but of these, 20 reported retaining the challenged resource and 2 reported reclassification of the book.

The public librarians reported 37 or 80.43 percent of the challenged resources were retained. 2 were restricted, and 2 were removed.

One removed title was Limerick. The second removed title was not reported. National Lampoon and Show Me were restricted.

Chapter 7 SUMMARY AND RECOMMENDATIONS

This report shows that challenges to resources in Minnesota schools and public libraries are occurring at an alarming rate and further shows that when challenges occur in the public schools, resources are likely to be removed. Access to information in the public library, however, is not as likely to be affected by a significant number of challenges.

Although most of the librarians responding to the survey reported having selection policies and procedures for reevaluation, an alarming number reported not following the policies when handling complaints. Official school policy, in some instances, is being ignored.

Parents were reported as being the largest source of challenges. Books were the most frequently challenges resource in all libraries. Reasons given for challenges by all three groups of respondents were primarily obscenity, morality, and profanity.

RECOMMENDATIONS

This survey provided some information about censorship in Minnesota. However, additional surveys must be undertaken to verify these findings and to indicate whether censorship is increasing or decreasing in Minnesota.

Nonrespondents should receive a follow-up survey to determine whether the results reflect actual rates of censorship or merely indicate that those who responded had a greater concern about censorship than nonrespondents.

Items on the questionnaire must be clarified to assure the results are accurate. For example, the definition of a challenge must be made clearer. It has been noted that only one librarian in all three groups reported initiating a challenge yet comments by the librarians indicated that librarians also challenge materials.

Following the reevaluation policy of the school or public library fully was apparently misinterpreted to mean completing all of the steps outlined in the policy. This confusion should be eliminated in future studies by clarifying the meaning of following the policy.

All elementary schools, not just those with professional librarians, should be included in future surveys.

The reporting period identified in the survey needs to be measured against another specific time period. For example, two years against the previous two years.

An attempt should be made to identify the geographical area of the respondents to determine whether there are areas of the state which experience greater numbers of challenges than other areas.

Finally, no attempt was made in this study to determine the extent to which classroom educational resources are being challenged. This also needs to be done.

The results of this survey and the results of future studies of this type should do much to alert concerned citizens and public officials to the dangers of censorship in schools and public libraries.

NOTES

[1]Typical of the many recent articles on this topic are:

"A Worried Professor says More and More U.S. Schools are Censoring and Banning Books." People. September 1, 1980, 75-77. "Can Schools Ban Books." Newsweek. March 15, 1982, 82. "The Right to Ban Books." Newsweek. November 10, 1980, 75. Hunt, Morton. "Self-Appointed Censors--The New Threat to Our Schools." Families. February, 1982, 30-34. Rakstis, Ted. "The Great Book Debate." Kiwanis. September, 1981, 18-21+.

Other articles can be located using a periodical index. In addition, the Office for Intellectual Freedom of the American Library Association publishes the Newsletter on Intellectual Freedom which includes a bibliography in each issue.

[2]"Limiting What Students Shall Read: Books and Other Learning Materials in Our Public Schools: How They Are Selected and How They Are Removed." AAP, ALA, ASCD, 1981.

[3]Staff of the Education Media Unit, Minnesota State Department of Education have used one-third as an estimate of the number of school districts in Minnesota with school board adopted selection policies and reevaluation procedures.

MINNESOTA CIVIL LIBERTIES UNION
628 Central Avenue
Minneapolis, Minnesota 55414

MINNESOTA PUBLIC SECONDARY SCHOOL LIBRARY/MEDIA CENTER SURVEY

We would be most appreciative if you would be so kind as to please complete and return this confidential questionnaire to the MCLU in the enclosed envelope.

A "challenge" refers to any complaint about, or objection to, or request for the removal, review, or restriction of any resource and can come from any source.

I. A. Is there a policy for handling challenges to resources in your library/media center? ___YES. ___NO. (If no, proceed to Part II.)

B. Is this policy written? ___YES. ___NO.

C. Who developed this policy? Check all that apply.

___ Librarian	___ Administrator	___ Student
___ Media Specialist	___ School Board	___ Parent
___ Building Principal	___ Classroom Teacher	___ Other (Be specific)

D. Has the policy been adopted by the school board? ___YES. ___NO.

E. Under your policy for handling challenges to resources, who is formally involved at any stage? Who makes the final decision under the policy? Check all that apply.

	Involved	Final Decision
Librarian	_____	_____
Media Specialist	_____	_____
Classroom Teacher	_____	_____
Building Principal	_____	_____
Administrator	_____	_____
School Board	_____	_____
Student	_____	_____
Parent	_____	_____
Other (Be specific)	_____	_____
"Not Designated in Policy"	_____	_____

II. A. Have there been any challenges to resources in your library/media center since September, 1979? ___YES. ___NO. (If no, proceed to Part V.)

B. How many challenges have there been since September, 1979? ____

III. Provide the following information regarding the most crucial or significant single challenge in your school since September, 1979, or if only one challenge occurred, please use the following questions to describe it.

Type of resource challenged:

A. ___ book ___ magazine ___ other (Be specific)
___ film ___ newspaper

B. Title of challenged resource and author or publisher if known:

C. Challenge came from:

___ Administrator ___ Librarian ___ Parent
___ Classroom Teacher ___ Media Specialist ___ Group (Specify Name)
___ School Board Member ___ Student ___ Other (Be specific)

D. Reasons given for objection. Check all that apply.

___ abortion
___ anti-American
___ defiance of authority
___ drugs
___ evolution
___ homosexuality
___ human reproduction
___ inaccuracy
___ morality
___ nudity
___ obscenity
___ politics/political theory
___ profanity
___ racism
___ religion--excluding evolution
___ sexism
___ violence
___ war
___ witchcraft
___ immaturity of users
___ other (Be specific)

E. To what extent was established policy for dealing with challenges followed in this case:

___ fully ___ some ___ not at all
___ quite a bit ___ minimally ___ no established policy existed

F. What was the final result of the challenge?

___ resource retained ___ resource altered ___ other (Be specific)
___ resource restricted ___ resource removed

IV. From September, 1979, to the present, have challenges to resources in your library generally:

___ increased ___ stayed the same ___ decreased

V. Add any other comments which you wish to make on this subject on this survey. (Please use reverse side to answer this item.)

VI. OPTIONAL--Please indicate on the reverse side your school name and address and your name and address.

VII. OPTIONAL--If you desire assistance from the Minnesota Civil Liberties Union in reacting to instances of or attempts at censorship in your library/media center, or if you wish to talk with a representative of MCLU about censorship issues in general, (all communication between you and the MCLU will be kept confidential) please give your name, your school's name, your home address, and your home phone number.

In advance, thank you for your assistance in filling out this questionnaire.

APPENDIX A

MINNESOTA CIVIL LIBERTIES UNION
628 Central Avenue
Minneapolis, Minnesota 55414

MINNESOTA PUBLIC ELEMENTARY SCHOOL LIBRARY/MEDIA CENTER SURVEY

We would be most appreciative if you would be so kind as to please complete and return this confidential questionnaire to the MCLU in the enclosed envelope.

A "challenge" refers to any complaint about, or objection to, or request for the removal, review, or restriction of any resource and can come from any source.

I. A. Is there a policy for handling challenges to resources in your library/media center? ___YES. ___NO. (If no, proceed to Part II.)

B. Is this policy written? ___YES. ___NO.

C. Who developed this policy? Check all that apply.

___ Librarian/Media Specialist
___ Building Principal
___ Other Administrator
___ School Board
___ Classroom Teacher
___ Student
___ Parent
___ Other (Be specific)

D. Has the policy been adopted by the school board? ___YES. ___NO.

E. Under your policy for handling challenges to resources, who is formally involved at any stage? Who makes the final decision under the policy? Check all that apply.

	Involved	Final Decision
Librarian/Media Specialist	_____	_____
Classroom Teacher	_____	_____
Building Principal	_____	_____
Other Administrator	_____	_____
School Board	_____	_____
Student	_____	_____
Parent	_____	_____
Other (Be specific)	_____	_____
"Not Designated in Policy"	_____	_____

II. A. Have there been any challenges to resources in your library/media center since September, 1979? ___YES. ___NO. (If no, proceed to Part V.)

B. How many challenges have there been since September, 1979? ____

III. Provide the following information regarding the most crucial or significant single challenge in your school since September, 1979, or if only one challenge occurred, please use the following questions to describe it.

Type of resource challenged:

A. ___ book ___ magazine ___ other (Be specific)
___ film ___ newspaper

B. Title of challenged resource and author or publisher if known:

C. Challenge came from:
___ Building Principal ___ Classroom Teacher ___ Group (Name)
___ Other Administrator ___ Student
___ School Board Member ___ Parent ___ Other (Be Specific)
___ Librarian/Media Specialist

D. Reasons given for objection. Check all that apply.
___ abortion ___ politics/political theory
___ anti-American ___ profanity
___ defiance of authority ___ racism
___ drugs ___ religion--excluding evolution
___ evolution ___ sexism
___ homosexuality ___ violence
___ human reproduction ___ war
___ inaccuracy ___ witchcraft
___ morality ___ immaturity of users
___ nudity ___ other (Be specific)
___ obscenity

E. To what extent was established policy for dealing with challenges followed in this case:
___ fully ___ some ___ not at all
___ quite a bit ___ minimally ___ no established policy existed

F. What was the final result of the challenge:
___ resource retained ___ resource altered ___ other (Be specific)
___ resource restricted ___ resource removed

IV. From September, 1979, to the present, have challenges to resources in your library generally:
___ increased ___ stayed the same ___ decreased

V. Add any other comments which you wish to make on this subject on this survey. (Please use reverse side to answer this item.)

VI. OPTIONAL--Please indicate on the reverse side your school's name and address and your name and address.

VII. OPTIONAL--If you desire assistance from the Minnesota Civil Liberties Union in reacting to instances of or attempts at censorship in your library/media center, or if you wish to talk with a representative of MCLU about censorship issues in general, (all communication between you and the MCLU will be kept confidential) please give your name, your school's name, your home address, and your home phone number.

VIII. Please check the Minnesota Education Media Organization (MEMO) region location of your school. 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10__ 11__ In advance, thank you for your assistance in filling out this questionnaire.

APPENDIX A

MINNESOTA CIVIL LIBERTIES UNION
628 Central Avenue
Minneapolis, Minnesota 55414

MINNESOTA PUBLIC LIBRARY SURVEY

We would be most appreciative if you would be so kind as to please complete and return this confidential questionnaire to the MCLU in the enclosed envelope.

A "challenge" refers to any complaint about or objection to, or request for the removal, review, or restriction of any resource and can come from any source.

I. A. Is there a policy for handling challenges to resources in your library? ___YES. ___NO. (If no, proceed to Part II.)

B. Is this policy written? ___YES. __NO.

C. Who developed this policy? Check all that apply.

___ Library Branch Head
___ City or County Library Director
___ Regional Library System Director
___ Library Staff Member
___ City or County Library Board
___ Regional Library System
___ Other (Please specify)

D. Has the policy been adopted by the library board? ___YES. ___NO.

E. Under your policy for handling challenges to resources, who is formally invloved at any stage? Who makes the final decision under the policy? Check all that apply.

	Involved	Final Decision
Branch Librarian	_____	_____
Staff Committee	_____	_____
City or County Library Director	_____	_____
Regional Library System Director	_____	_____
City or County Library Board	_____	_____
Regional Library System Board	_____	_____
City Council Member	_____	_____
City Board Commissioner	_____	_____
User Representing General Public	_____	_____
Other (Please specify)	_____	_____
"Not Designated in Policy"	_____	_____

II. A. Have there been any challenges to resources in your library since September, 1979? ___YES. ___NO. (If no, proceed to Part V.)

B. How many challenges have there been since September, 1979? _____

III. Provide the following information regarding the most crucial, significant single challenge in your library since September, 1979, or if only one challenge occurred, please use the following questions to describe it.

Type of resource challenged:

A. ___ book ___ newspaper ___ other (Please specify)
___ film ___ audio tape
___ magazine ___ video tape

B. Title of challenged resource and author or publisher if known.

C. Challenge came from:
___ Individual Representing Self
___ Individual Representing a Group (Name _____)
___ Librarian
___ Library Board Member
___ City Council Member
___ City Commissioner
___ Other (Please specify)

D. Reason given for objection. Check all that apply
___ abortion
___ anti-American
___ defiance of authority
___ drugs
___ evolution
___ homosexuality
___ human reproduction
___ inaccuracy
___ morality
___ nudity
___ obscenity
___ politics/political theory
___ profanity
___ racism
___ religion-excluding theory
___ sexism
___ violence
___ war
___ witchcraft
___ immaturity of users
___ other (Please specify)
_____

E. To what extent was established policy for dealing with challenges followed in this case:
___ fully ___ some ___ not at all
___ quite a bit ___ minimally ___ no established policy existed

F. What was the final result of the challenge?
___ resource retained ___ resource altered ____ other (Please
___ resource restricted ___ resource removed specify) _____

IV. From September, 1979, to the present, have challenges to resources in your library generally:
___ increased ___ stayed the same ___ decreased

V. Add any other comments which you wish to make on this subject on this survey. (Please use reverse side to answer this item.)

VI. OPTIONAL--Please indicate on the reverse side your library name and address and your name and address.

VII. OPTIONAL--If you desire assistance from the Minnesota Civil Liberties Union in reacting to instances of or attempts at censorship in your library, or if you wish to talk with a representative of MCLU about censorship issues in general, (all communication between you and the MCLU will be kept confidential) please give your name, your library's name, your home address and your home phone number.

In advance, thank you for your assistance in filling out this questionnaire.

Appendix B

CHALLENGED TITLES

The following is a partial list of the challenged resources. Some respondents did not identify the resource challenged or gave titles which could not be identified in standard sources. These titles are not included. Still others did not indicate the resolution of the challenge. This is indicated by "unknown" in the resolution column. Titles which were reported challenged by more than one respondent are indicated by numbers in the resolution column.

Title	Author	Level	Result
Airport	Haley, Arthur	Secondary	Other
Album Cover Album	Dean, Roger Ed.	Public Library	Retained
Ambivalence Of Abortion	Frankie, Linda Bird	Public Library	Retained
		Secondary	Retained
Animal House	Cutler, Ivor	Public Library	Retained
Are You In The House Alone?	Peck, Richard	Secondary	Retained
Are You There God, It's Me Margaret	Blume, Judy	Elementary	Retained - 2 Restricted - 1 Removed - 1 Unknown - 1
Are You There God, It's Me Margaret	Blume, Judy	Secondary	Retained - 3
Art In America	Benjamin, S. G.	Public Library	Retained
Art Of Cartooning	Hoff, Syd	Secondary	Restricted
Bang Bang You're Dead	Fitzhough and Scoppettone	Elementary	Unknown - 1 Restricted - 1
Bear And The Fly	Winter, Paula	Elementary	Retained
Before You Were Born		Elementary	Removed
Best Of The Bargain	Domanska, Janina	Public Library	Retained
Best Wishes, Amen	Morrison, Lillian Ed.	Public Library	Retained
Blackboard Bear	Alexander, Martha	Public Library	Retained
		Elementary	Retained
Bless the Beasts and Children	Swarthout, Glendon	Secondary	Retained
Blubber	Blume, Judy	Elementary	Other Retained - 4
Bodyworks	Bershad and Bernick	Secondary	Removed
Boys Have Feelings, Too	Carlson, Dale	Elementary	Retained
Bumps In The Night	Allard, Harry	Elementary	Removed
C. C. Poindexter	Meyer, Carolyn	Elementary	Retained
Cardinal Sins	Greeley, Andrew	Public Library	Retained
Catcher In The Rye	Salinger, J. D.	Secondary	Retained
Child Buyer	Hersey, John	Secondary	Retained
Children Who Learned To Smile		Public Library	Retained
Church Mice At Bay	Oakley, Graham	Elementary	Other
Confessions Of An Only Child	Klein, Norma	Elementary	Retained

Appendix B

Title	Author	Level	Result
Deenie	Blume, Judy	Elementary	Removed
Deenie	Blume, Judy	Secondary	Retained - 2 Restricted - 1 Other - 1
Diehard	Jackson, Jon	Public Library	Retained
Don And Donna Go To Bat		Elementary	Retained
Dorrie And The Blue Witch	Coombs, Patricia	Elementary	Retained
Dracula Scrapbook	Haining, Peter	Secondary	Unknown
Dragon	Marshall, Archibald	Elementary	Retained
Drawings	Hogarth, William	Secondary	Retained
Endless Love	Spencer, Scott	Secondary	Unknown
Endless Love	Spencer, Scott	Public Library	Retained
Epaminandes And His Auntie	Bryant, Sara Cone	Elementary	Removed
Family Life Magazine		Secondary	Retained
Father Christmas	Briggs, Raymond	Elementary	Retained - 5
Ferris Wheel	Stolz, Mary	Elementary	Retained
First Person, Singular	Demas, Vida	Secondary	Other
Fools Die	Puzo, Mario	Public Library	Retained - 2
For All The Wrong Reasons	Neufeld, John	Secondary	Restricted
Forever	Blume, Judy	Elementary	Removed
Forever	Blume, Judy	Public Library	Retained - 2
Forever	Blume, Judy	Secondary	Removed - 3 Restricted - 1
Foster Child	Bauer, Marion Dane	Public Library	Retained
Gay Mystique	Fisher, Peter	Public Library	Retained
Giant Devil Dingo Dog		Elementary	Retained
Girl Like Me	Eyerly, Jeanette	Secondary	Retained
Girl Named Sooner	Clauser, Suzanne	Secondary	Retained
Give Me One Good Reason	Klein, Norma	Secondary	Retained
Gnats Of Knotty Pine	Peet, Bill	Elementary	Retained
Go Ask Alice	Anonymous	Public Library	Retained
Go Ask Alice	Anonymous	Secondary	Retained - 2 Removed - 1
Good-bye, Janette	Robbins, Harold	Public Library	Retained
Granfa' Grig Had A Pig	Tripp, Wallace	Elementary	Retained
Grease		Elementary	Removed
Great Gilly Hopkins	Paterson, Katherine	Elementary	Retained
Hawkline Monster	Brautigan, Richard	Public Library	Retained
He's My Baby Now	Eyerly, Jeanette	Secondary	Removed
Headless Cupid	Snyder, Zilpha K.	Elementary	Unknown
Hero Ain't Nothin But A Sandwich	Childress, Alice	Secondary	Removed

Appendix B

Title	Author	Level	Result
Homosexual Matrix	Tripp, C. A.	Public Library	Retained
Hosie's Alphabet	Baskin, Leonard	Elementary	Retained
How Babies Are Made	Andrey and Schepp	Elementary	Unknown
How We Are Born	Kaufman, Joe	Secondary	Retained
Hudden & Dudden & Donald O'Neary	Jacobs, Joseph	Elementary	Other
Human Events		Public Library	Retained
Human Sexuality		Public Library	Other
I Know You Al	Greene, Constance C.	Elementary	Retained
I Never Loved Your Mind	Zindel, Paul	Secondary	Removed
If Beale Street Could Talk	Baldwin, James	Secondary	Restricted
In The Night Kitchen	Sendak, Maurice	Elementary	Removed - 1
			Retained - 1
Inside Mover	Walton, Todd	Secondary	Other
Insiders	Rogers, Rosemary	Public Library	Retained
It's Not The End Of The World	Blume, Judy	Elementary	Retained
It's Not What You Expect	Klein, Norma	Secondary	Retained
It's OK If You Don't Love Me	Klein, Norma	Secondary	Restricted
Johnny Got His Gun	Trumbo, Dalton	Secondary	Retained
Killing Gift	Wood, Barbie	Secondary	Removed
King Stork	Pyle, Howard	Secondary	Retained
Kramer v. Kramer	Korman, Avery	Secondary	Removed
Lesbian Woman	Martin and Lyon	Public Library	Retained
Life Before Birth	Time/Life	Public Library	Retained
Limerick		Public Library	Removed
Little Monster's Counting Book	Mayer, Mercer	Public Library	Retained
Looking Book	Hallinan, P. K.	Public Library	Retained
Lord Of The Flies	Golding, William	Secondary	Retained
Lottery (Film)	Jackson, Shirley	Secondary	Other
Love Story	Segal, Erich	Secondary	Retained
Mad Magazine		Secondary	Removed
Magic Stone	Kooiker, Leonie	Elementary	Removed
Magical Changes	Oakley, Graham	Public Library	Other
Major Young Poets	Lee, Al ed.	Secondary	Restricted
Marijuana Reconsidered	Grinspoon, Lester	Secondary	Retained
Mash (Video Tape)		Secondary	Retained
Meet The Werewolf	McHargue, Georges	Secondary	Retained
Mom, The Wolfman And Me	Klein, Norma	Secondary	Retained
Monsters From The Movies	Aylesworth, Thomas G.	Elementary	Retained
Mr. And Mrs. Pig's Evening Out	Raynor, Mary	Elementary	Unknown
Ms. (Magazine)		Secondary	Retained

Appendix B

Title	Author	Level	Result
My Name Is Davy - I'm An Alcoholic	Snyder, Anne	Secondary	Restricted
National Lampoon		Public Library	Restricted
Nightmares - Poems To Trouble Your Sleep	Prelutsky, Jack	Public Library	Retained
Nobody's Family Is Going To Change	Fitzhugh, Louise	Elementary	Retained
Of Mice And Men	Steinbeck, John	Secondary	Retained
One Flew Over The Cuckoo's Nest	Kesey, Ken	Secondary	Retained
Ordeal	Lovelace, Linda	Public Library	Retained - 1
Our Bodies Ourselves	Boston Women's Health Collective	Secondary	Retained
Our Bodies Ourselves	Boston Women's Health Collective	Public Library	Retained
Porcelain Man	Kennedy, Richard	Elementary	Retained
Portrait Of Grampa Doc (Film)		Elementary	Retained
Reincarnation Of Peter Proud	Ehrlich, Max	Secondary	Unknown
Rolling Stone (Magazine)		Secondary	Unknown
Rooftop Mystery	Lexau, Joan	Elementary	Unknown
Roots	Haley, Alex	Secondary	Restricted
Rosemary's Baby	Levine, Ira	Secondary	Restricted
Run Shelley Run	Samuels, Gertrude	Secondary	Removed
Savage Snow	Holt, Will	Secondary	Destroyed
Scram Kid!	McGovern, Ann	Secondary	Retained
Scruples	Krantz, Judith	Public Library	Retained
Secrets Of The Card Sharps	Majax, Gerald	Elementary	Removed
Serpico	Maas, Peter	Public Library	Restricted
Sex Book	Goldstein, Martin	Public Library	Retained
Shipkiller	Scott, Justin	Secondary	Retained
Show Me		Public Library	Restricted
Shuckin' And Jivin'	Dance, Daryl	Secondary	Retained
Slaughterhouse Five	Vonnegut, Kurt	Secondary	Restricted
Something's Waiting For You Baker D.	Windsor, Patricia	Public Library	Retained
Sport (Magazine)		Elementary	Retained
Sports Illustrated		Elementary	Removed
Stars, Spells, Secrets And Sorcery	Haislip, Barbara	Elementary	Retained
Steffie Can't Come Out To Play	Arrick, Fran	Secondary	Retained - 2
Stupids Step Out	Allard, Harry	Elementary	Retained
Sunday Morning	Viorst, Judith	Public Library	Retained
Then Again Maybe I Won't	Blume, Judy	Elementary	Removed
Then Again Maybe I Won't	Blume, Judy	Secondary	Retained
There Should Have Been Castles	Raucher, Herman	Secondary	Removed
Tilly Witch	Freeman, Don	Elementary	Restricted
Toby, Granny And George	Branscum, Robbie	Secondary	Retained

Appendix B

Title	Author	Level	Result
Too Late	Stewart, Leon	Public Library	Retained
Twelve Is Too Old	Mann, Peggy	Public Library	Retained
Twin Cities Reader		Public Library	Retained
Two Queens	Gates, Doris	Secondary	Retained
Up In Seth's Room	Mazer, Norma F.	Public Library	Retained
Vampire Cinema	Pirie, David	Secondary	Unknown
Vampires, Werewolves And Demons	Myring	Elementary	Retained
Walkie Talkie	Green, Phyllis	Elementary	Removed
Way People Live (Text)		Elementary	Unknown
What's Inside Of Me	Zim, Herbert S.	Elementary	Unknown
Where Did I Come From?	Mayle, Peter	Public Library	Retained
White Buffalo	Sale, Richard	Secondary	Retained
Wifey	Blume, Judy	Public Library	Other
Will The Real Monday Please Stand Up	Reynolds, Pamela	Secondary	Retained
Winter Kill	Paulson, Gary	Public Library	Retained
Witches	Jong, Erica	Public Library	Retained
Wreck Ashore	Jeatter, Basil	Elementary	Unknown
Writer's Options	Daiker, Donald	Secondary	Retained
Young And Black In America	Alexander, Rae Pace	Secondary	Restricted - 1 Other - 1 Retained - 1
Young Ghosts	Cohen, Daniel	Elementary	Retained
Young Miss Magazine		Secondary	Unknown
Young Miss Magazine		Elementary	Retained

	Elementary	Secondary	Public Library
Number sent*	507	775	324
Number responding	149 (29.39%)	244 (31.48%)	100 (represents 125 public libraries)
Number reporting challenges	78 (52.35%)	90 (36.88%)	43 (43%)
Number of challenges over the two-year reporting period	160 (2.05 per school)	186 (2.06 per school)	149 (1.19 per library)
Number of challenged resources commented on by responding librarians	85**	100**	46**
Number of resources retained	52 (61.18%)	50 (50%)	37 (80.43%)
Number removed	21 (24.7%)	25 (25%)	2*** (4.35%)
Number restricted	7 (8.23%)	11 (11%)	2 (4.35%)
Number reporting written officially adopted selection policies	120 (87.59%)	197 (87.17%)	76 (89.41%)

*Librarians working in public schools and public libraries.
**Some librarians commented on more than one title.
***One public librarian did not report the title of the resource removed.